



**UNIVERSITY OF RWANDA**

**Guidelines on Teaching Portfolio and Assessment Criteria**

**Approved by Senate meeting of 12<sup>th</sup> July 2016**

## **TEACHING PORTFOLIO: ASSESSMENT GUIDELINES**

### **I. What is a teaching portfolio?**

A teaching portfolio is a coherent set of material that represents the teaching practice of a particular academic as related to student learning. It should include:

- A summary of the academic's teaching experience;
- A reflective statement of the academic's teaching philosophy and goals;
- A brief discussion of the academic's teaching methods and strategies;
- Activities undertaken by the academic to improve teaching;
- A statement of goals and plans for the future.

### **II. Rationale and aim**

A teaching portfolio may be requested as a part of an application for academic promotion. It may also be requested for teaching awards or grant applications. All evidence must be dated and must have been executed within 3 years of the date of application.

### **III. Components of a Teaching Portfolio**

#### **3.1. A Teaching Philosophy Statement**

- A concise, specific and reflective "teaching statement" describing the teaching philosophy, approaches, methods and strategies.
- An individual statement describing the teaching goals to achieve in the next few years

#### **3.2. Teaching experience and responsibilities**

The academic summarizes information on modules they are teaching or have taught in the recent past, including the titles of the modules, the number of credits, the number of students, the year of study and the number of students supervised in research projects or dissertations.

#### **3.3. Teaching philosophy and goals**

In this section, the academics indicate:

- Their beliefs about how the student learning in his/her field occurs;
- Their beliefs about how as a teacher can best students learn (?????);
- How they put into practice effective teaching and learning;
- Their goals for students

### **3.4. Teaching methods and strategies**

- The academics describes how they teach

### **3.5. Documented evidence of the teaching activities**

- Module outlines
- Module descriptions with details of the content, the expected learning outcomes, the teaching and learning strategy and the assessment strategy
- Modules planned
- Sample of Assignments and Assessments
- Sample of Examinations papers
- Evidence of teaching effectiveness
- Students' evaluations of modules
- Evaluations by the Head of Department and Dean of School
- Descriptions of uses of ICT in teaching
- Evidence of Professional Development
- Teaching workshops, seminars and publications
- Evidence of mentoring students in their learning process

### **3.6. Teaching effectiveness**

- A Departmental report on the students' evaluation of the teaching
- An evaluation report of the teaching activity provided by the Head of Department
- Statements from alumni
- Statements from colleagues in the Department or in the School with regard to the preparedness of students for advanced work

### **3.7. Evidence of Student Learning**

- Performance of students in formative and summative assessments
- Lecturer's written feedback on students' works and other examinations scripts
- Performance of students in laboratory experiments, creative works and other practical activities

### **3.8. Evidence of efforts to Improve Instruction**

- Participation in workshops or peer discussions on teaching
- Participation in design of new or review of modules
- Participation in validation/review meetings of programs

- Effective use of the UR teaching, learning and assessment guidelines and strategies
- Evidence of preparation of a textbook or online teaching materials

### **3.9. Contributions to the Teaching Profession and/or the University of Rwanda**

- Publications in teaching journals
- Paper presentations delivered on teaching
- Participation in seminars or professional meeting on teaching
- Peer reviews of forthcoming textbooks
- Service rendered on teaching committees
- Assistance to colleagues on teaching matters
- Work on curriculum review or development

### **3.10. Honors, Awards, or Recognitions**

- Teaching awards from the department, College, or University
- Teaching awards from the teaching profession
- Invitations to consult on education, give workshops, write articles
- Requests for advice on teaching by committees or other organized groups

## **IV. Assessment guidelines**

All elements are compulsory for evaluation of a teaching portfolio.

Prof. Nelson Ijumba  
Deputy Vice Chancellor for Academic Affairs and Research



## Appendix 1

### Teaching Portfolio Evaluation Report

Candidate's Name-----Application for -----  
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College-----School-----  
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Category	Rating N-5	Comments*
Teaching methods and strategies		
Teaching effectiveness		
Evidence of student learning		
Evidence of efforts to improve instruction		
Contribution to the teaching profession and/ or the University of Rwanda.		
Postgraduate teaching and supervision?		
Student evaluations		
<b>Overall teaching experience and practices</b>		

The rating from N-5 must be made in the context of the promotion level being sought.

- 5 - outstanding performance in teaching;
- 4 - excellent performance in teaching;
- 3 - satisfactory performance in teaching;
- 2 - inadequate performance in teaching;
- 1 - poor performance in teaching;
- N - no evidence to evaluate the teaching experience of the candidate

\*The comments should be in line with the rating to demonstrate its choice.

## FINAL OVERALL TEACHING PORTFOLIO EVALUATION FOR ACADEMIC POSITIONS, PROMOTIONS OR TENURE

Tick one of the following only:

1. The candidate meets the Academic position/Promotion/Tenure criteria in teaching
2. The candidate does not meet the Academic position/Promotion/Tenure criteria in teaching

Names & signatures of portfolio assessors:

- 1.
- 2.

Date of the assessment: